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ABSTRACT

A study was conducted to determine how participation in self-assessment seminars influences the attitudes, practices, and communication behavior of teachers. Two seminar groups of seven student teachers met for a series of 10 2-hour seminars during their senior student teaching. They were matched in a pretest-posttest design with control group subjects on the basis of stress or anxiety, social interaction, honor point average, age, sex, and subject matter and/or grade level taught. Seminars, focusing on the immediate problems faced in the classroom, were led by a Specialist in Continuing Education (SCE) whose role was to involve them in self-assessment activities by utilizing a specific problem-solving model. Activities included developing and defining instructional objectives in behavioral terms, collection and analysis of several types of feedback data, use of force field analysis in resolving differences between goals and practices, and utilization of new resources. Gain scores on attitude scales, pupil opinionnaires, and verbal behavior classification were compared and t tests and chi square tests conducted to determine significant differences. Seminar participants exhibited changes in attitude, verbal communication, and pupil perception which differed significantly from control group subjects; differences were consistent with expectations. (Specific changes are discussed. The pretest-posttest instruments are included.) (JS)

ED034706

SELF-ASSESSMENT GROUPS as a MEANS for IMPROVING TEACHER BEHAVIOR

(A Research Project: Student Teachers at Wheaton College)

1968-1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Cooperative Educational Research Laboratory, Inc.

Northfield, Illinois

SP003374

August, 1969

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A. Communications with Teachers

B. *Teacher Attitude Questionnaire*

C. *Teacher Communication Scale*

D. CERLI Verbal-Behavior Classification System

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PURPOSE

CERLI envisions the development of a new personnel role, the *Specialist in Continuing Education* (SCE), and its institutionalization within educational organizations. The SCE conducts seminars with small groups of teachers engaged in self-assessment and professional growth. The intent is that an ongoing program of professional self-development will result in more effective teaching practices, which in turn improve the learning environment created in the classroom. CERLI's early developmental work focused primarily upon the preparation of suitable training materials and the achievement of consistent role performance.

The objective of this study is to determine how participation in self-assessment seminars influences the attitudes, practices, and communication behavior of teachers. This is a final report on a research project involving student teachers at Wheaton College (Illinois) during the academic year 1968-1969.

I EXPERIMENTAL DESIGN

Fourteen experimental subjects (two seminar groups of seven student teachers each) met for a series of ten self-assessment seminars during the period of time involved in senior student teaching. Experimental subjects were compared with a matched control group on a pre-test/post-test basis.

A. Subjects

The participants in this experimental program were drawn from a population of student teachers at Wheaton College over a period of two semesters. At the beginning of each semester, a memorandum informed each student teacher of the project and requested the return of a personal questionnaire. The names of students who completed the questionnaire were submitted to the student personnel office which supplied two kinds of data:

1. The Emotional Adjustment Scale, made up of selected items from the MMPI and designed to reveal the degree of anxiety or stress.

2. The Si Scale from the MMPI, designed to measure the tendency to withdraw from social contact with others.

Fourteen experimental subjects were matched with 14 control subjects on the basis of stress or anxiety, social interaction, honor point average, age, sex, and subject matter and/or grade level taught.[1] Students were selected only if they indicated they were planning to teach the year following graduation and were willing to participate in the CERLI experimental program.

Students selected received a letter which summarized what was expected of them, the contractual arrangements, and the time of the first meeting for data collection. Participants in experimental groups also received a brief description of the seminar procedure.

Experimental subjects received no special consideration from the college or the department of education. They were required to complete all activities expected of

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[1]Means for experimental and control groups were as follows: emotional adjustment, 13.77 and 13.15; Si Scale, 26.38 and 26.23; honor point average, 1.98 for both (on a 3.00 scale); and age, 20.79 and 20.71. There was one man in the experimental group and two in the control group.

student teachers in the regular program. Their participation in self-assessment seminars was an additional activity for which each student was paid a nominal sum. Hence they experienced the traditional program as well as the innovative approach developed in the seminars. Furthermore, there is evidence that during the typical student teaching experience students may indeed undergo a reversal of previous trends toward a more democratic orientation.[2]

B. Seminars

Each seminar was made up of seven student teachers who met under the direction of a CERLI staff member functioning in the role of SCE. The seminar focused on the immediate and unique problems the student teacher faced in the classroom. Teachers were encouraged to assess relevant data for themselves and to seek their own solutions to their problems. The emphasis was upon self-assessment as an alternative to expert assessment by authorities in or out of the school organization.

The processes of self-assessment were carried out in the context of small group interaction rather than on an individual or mass basis. The SCE attempted to create a warm, supportive climate and a helping relationship among members of the group. Hence the small group was utilized as a medium for change. The SCE did not function as an answer man nor a traditional master teacher. Neither was he nondirective in the sense of letting the group do what it wanted to do. His objective was to get student teachers to become involved in self-assessment activities by utilizing a specific problem-solving model.

There are four elements in the basic self-assessment process which was carried out in small group seminars.

1. Instructional objectives. Participants develop and define their own professional goals in operational terms. Here the emphasis is primarily upon teacher behavior which is relevant to learner behavior. Furthermore these goals must be specific, for it is difficult to determine the degree to which general, vague goals are achieved.

2. Feedback data. Participants collect and analyze concrete data concerning the degree to which professional behavior accomplishes goals. Other programs have

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[2]Elmer B. Jacobs, "Attitude Change in Teacher Education: An Inquiry Into the Role of Attitudes in Changing Teacher Behavior," The Journal of Teacher Education, Vol. XIX. 4, Winter, 1968, p. 414.

developed elaborate methods for feeding data back to teachers through external observers, etc. However the emphasis in the seminar is primarily upon getting teachers to design and utilize their own feedback systems by themselves (i.e., a video tape replay of a classroom lesson, a classification of verbal communications on an interaction analysis system, responses of students on an attitude scale, etc.). The emphasis here is upon data rather than inferences and the collection of that data by the teacher herself rather than by an outsider. Hence the feelings of threat, anxiety, or trauma often associated with feedback are considerably reduced. When instructional objectives are set in behavioral terms, concrete data are easier to collect.

3. Self-confrontation. Participants compare operational goals with feedback data, identify and confront discrepancies between the ideal and the actual, and resolve the differences through force-field analysis leading to specific action proposals. Steps are taken to avoid an external confrontation between the teacher (who represents the actual) and an "expert" (who represents the ideal). In the seminar, the teacher begins by sharing with the other participants her own statement of ideal behavior, then compares it with her own data which describe actual behavior. Hence the confrontation is intrapersonal, located within the experience of the teacher herself. Furthermore the conflict is shared with the other participants rather than generated among them.

4. Resource utilization. Participants select, evaluate, and implement educational innovations which are relevant to the attainment of their goals. In order to bring about closer correspondence between data and goals, new resources are utilized in the classroom behavior of the teacher. In this regard the leader of the seminar plays a linking rather than an advisory role, and he encourages the building of helping relationships among members of the group.

Experimental subjects met for a series of ten two-hour seminars. This would appear to be a minimal contact with the process of self-assessment developed by CERLI. The following is a list of goals for each of the ten sessions:

Session I:

1. develop team relationships
2. begin to utilize group resources
3. become oriented to the experimental program

Session II:

1. identify problems relevant to student teachers
2. practice setting instructional objectives in behavioral terms

Session III:

1. practice stating instructional objectives in terms of teacher behavior
2. complete training materials for the CVC System for interaction analysis

Session IV:

1. practice using the video tape recorder
2. compare ideal-actual profiles based on the CVC matrix

Session V:

1. practice using pupil questionnaires for self-confrontation

Session VI:

1. report data on pupil perceptions
2. practice force-field analysis
3. discuss five innovative trends in education

Session VII:

1. conduct complete process of self-assessment for three participants
2. assess the development of the seminar as a working group

Session VIII:

1. practice the use of simulation materials in teaching
2. conduct complete process of self-assessment for two participants

Session IX:

1. conduct complete process of self-assessment for two remaining participants
2. practice techniques of test analysis for self-confrontation

Session X:

1. discuss creativity in teaching
2. evaluate the seminar program

In addition to attending the ten seminar sessions, each student teacher in the experimental seminars received a portable tape recorder for personal use during student teaching and also viewed a video tape of an actual lesson conducted in the school.

II DATA

Both at the beginning and at the end of the student teaching experience, the following kinds of data were collected from experimental and control subjects:

1. Attitudes toward various aspects of teaching and educational practice, measured by five standard tests of teacher attitudes.[3]

2. Pupil perceptions of each student teacher, evaluated by a "Teacher Communication Scale."[4]

3. Verbal behavior, analyzed by a verbal behavior classification system developed by CERLI. Categories are similar to those of other systems developed by Flanders, Bales, Bloom, Guilford, and Taba.

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[3]Marvin E. Shaw and Jack H. Wright, Scales for the Measurement of Attitudes, McGraw Hill, 1967, pp. 70-86. The 5 scales are entitled "Attitude Toward Teaching," "Attitude Toward Teaching as a Career," "Attitude Toward Education," "Opinionnaire on Attitudes Toward Education," and "Education Scale."

[4]This questionnaire was adapted from the original scale developed by M. Vere DeVault, Department of Education, University of Wisconsin, December, 1963.

A. Treatment

Fourteen experimental subjects were compared with a matched control group on a pre-test/post-test basis. Gain scores, from pre-test to post-test, for experimental and control groups were compared and a t test conducted to determine significant differences.[5] In a few cases, the Chi-square test, based on positive and negative gains for each group, revealed differences at a higher level of significance.

B. Results

Since attitudinal questionnaires were prepared from a composite of existing scales, no total scores were computed. Each item was evaluated individually. The following items were found to be significant at the .20 level or less. Predictions were not made and thus all tests are two-tailed.

TABLE I

Teacher Attitude Questionnaire

	Item	t	P<	Gain* Exp	Con
11.	Teaching is a genteel and cultured profession.	1.743	.10	+.23	-.36
14.	Teaching is the best means of self-expression.	3.443	.01	-1.07	+.14
23.	Teachers are too idealistic.	1.796	.10	+.07	-.85
30.	Teachers get into a rut quicker than persons in other professions.	2.402	.05	+.36	-.93
34.	Teaching isolates a person from the rest of the world.	2.511	.02	+.22	-.29
36.	Teaching routine is drudgery.	2.228	.05	+.43	-.36
44.	Failures in other lines of business usually become teachers.	1.812	.10	+.29	-.43

[5]Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research, Rand McNally & Co., Chicago, Illinois, 1963, p. 23.

	Item	t	P<	Gain* Exp	Con
51.	The high school pupil who is not interested in having dates should be commended.	2.550	.02	+.44	-.14
54.	The classroom experiences that are most helpful to boys and girls are the ones wherein they can express themselves creatively.	1.989	.10	-.50	0
56.	The child who bites his nails should be shamed.	2.096	.05	+.07	-.43
61.	Students should be permitted to disagree with the teacher.	2.000	.10	-.21	+.21
65.	The newer methods of education tend to standardize children's behavior.	2.474	.02	+.50	-.28
68.	It is more important for a child to have faith in himself than it is for him to be obedient.	1.337	.20	-.36	+.29
69.	Being grouped according to ability damages the self-confidence of many boys and girls.	2.822	.01	-1.07	+.07
70.	Criticism of children by teachers is more effective for obtaining the desired behavior than criticism of children by others their own age.	2.388	.05	+1.15	+.07
72.	The pupil who isn't making good grades should be told to study harder.	1.682	.20	-.07	+.78
75.	Boys and girls in elementary school should be promoted regardless of whether they have completed the work for their grade or not.	2.140	.05	-.43	+.28
76.	The teacher should lower grades for misconduct in class.	1.582	.20	+.28	-.36
80.	A teacher should accept the deficiencies and shortcomings of a student as well as his good points.	3.088	.01	-.57	+.22
84.	If a pupil constantly performs for attention, the teacher should see to it that he gets no attention.	1.555	.20	+.07	-.22
87.	The teacher's first responsibility in all cases of misconduct is to locate and punish the offender.	1.778	.10	+.21	-.43
93.	When a teacher is told something in confidence by a child, he should keep the matter just as confidential as though it were entrusted to him by an adult.	3.000	.01	-.29	+.79

	Item	t	P<	Gain* Exp	Con
95.	Students should play a very active part in formulating rules for the classroom and the school.	2.596	.02	-.50	+.50
96.	Discipline in schools should be stricter.	3.384	.01	+.50	-.93
101.	Teachers should do more explaining of the difficult problems.	1.422	.20	+.65	0
107.	People will be able to do the difficult tasks in life when they meet them, no matter whether they have had any practice in school or not.	1.337	.20	-.43	+.43
119.	When pupils fail in college it is their own fault and the high school should not be blamed for it.	1.945	.10	+.14	-.76
131.	The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.	1.855	.10	-.93	-.14
135.	Teachers, like university professors, should have academic freedom, freedom to teach what they think is right and best.	1.838	.10	+1.07	+.07
136.	The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.	3.514	.01	+.72	-.93
140.	The curriculum consists of subject matter to be learned and skills to be acquired.	2.460	.05	+.50	-.71
142.	One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.	1.887	.10	+.14	-.79
143.	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	1.537	.20	+.07	-.43
144.	Discipline should be governed by long-range interests and well-established standards.	1.596	.20	+.69	-.07
145.	Education and educational institutions must be sources of new social ideas; education must be a new social program undergoing continual reconstruction.	2.645	.02	-.72	+.50

	Item	t	P<	Gain* Exp	Con
150.	Discipline in high schools should be more like that of the Army.	2.040	.10	+.36	-.14
153.	Pupils who are tardy should be compelled to make up time so as to learn the habit of being on time when they grow older.	1.812	.10	+.36	-.50
157.	Children should be allowed more freedom than they usually get in the execution of learning activities.	3.749	.01	-.93	+.50
158.	Children need and should have more supervision and discipline than they usually get.	2.968	.01	+.93	-.35
159.	Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	1.801	.10	+.43	-.36

*Negative gains reflect greater agreement or less disagreement; positive gains reflect the opposite.

TABLE II

Teacher Communication Scale

	Item	t	P<	Gain** Exp	Con
3.	Some teachers suggest different things so pupils can choose for themselves. Is your teacher like this?	1.637	.20	+.28	+.05
4.	Some teachers are too busy to notice when pupils need help. Is your teacher like this?	1.538	.20	-.01	+.18
11.	Some teachers can explain things clearly. Is your teacher like this?	2.223	.05	+.13	-.14
17.	Some teachers want students to know he or she is boss in the classroom. Is your teacher like this?	1.628	.20	-.06	+.19

Item	t	P<	Gain** Exp	Con
19. Some teachers like students who have ideas which are different from his or her own ideas. Is your teacher like this?	1.846	.10	+.18	-.05
22. Some teachers talk more than most teachers. Is your teacher like this?	1.716	.10	+.01	+.25
23. Some teachers ask facts or memory questions on examinations. Is your teacher like this?	2.022	.10 .05	-.11 (3.94)*	+.33

*Probability level and Chi-square, based on number of positive and negative gains.

**Positive gains indicate increased perceptions by students.

TABLE III

CERLI Verbal-Behavior Classification System

Item	t	P<	Gain Exp	Con
Cognition-Memory	2.018	.10 .01(9.16)*	-15.00%	+8.46%
Class Management	1.407	.20 .10(3.58)*	+6.51%	-7.77%
Seek Cognition-Memory	1.418	.20	-3.11%	+.41%
Seek Thinking	1.328	.20	+5.49%	-1.12%
Inform Class Management	2.302	.05	+5.18%	-7.84%
Inform Cognition-Memory	1.660	.20 .05(5.6)*	-8.47%	+10.58%
Pupil Talk	1.832	.10	+12.42%	+.98%

*Probability level and Chi-square, based on number of positive and negative gains.

III DISCUSSION of RESULTS

The following summary is based primarily on results which were significant at the five percent level of confidence or less. Items which demonstrated a trend (at the ten percent or twenty percent level) but fell short of significance were reported and often served to clarify or elaborate items of greater significance. Results are discussed here primarily in terms of the unique changes in experimental subjects which differed from those of control subjects.

Experimental subjects developed attitudes somewhat more favorable to teaching as a career. They were more likely to view teaching as an effective avenue for self-expression and not expect to get into a rut nor find the teaching routine to be drudgery. In the role of teacher, they felt less alienated from the rest of the world. They seemed less idealistic about teaching and were not so likely to view teaching as a genteel, cultured profession. They were somewhat less likely to perceive fellow teachers as potential failures had they gone into other lines of work.

An innovative role in society for teachers and schools seemed more acceptable. They were more likely to identify education and educational institutions as sources of new social ideas and social renewal. On the other hand, control subjects were more inclined to think that new methods of education tend to standardize children's behavior.

Experimental and control subjects moved toward different views about curriculum and the types of verbal communication that are appropriate to instruction. Control subjects became more convinced that curriculum consists of "subject matter" and that curriculum is the backbone of the school. Experimental subjects became much less committed to this traditional position. They were not so likely to view teaching simply as increasing the students' store of knowledge. Furthermore, it was determined that experimental subjects decreased significantly the amount of communications concerned with cognitive-memory materials (facts and details), but control subjects increased their communications in this area. This difference was most pronounced in the presentation of materials, though appeared somewhat in

the types of responses sought by teachers. Furthermore, students of experimental subjects felt that their teachers were less likely to ask fact or memory questions on examinations.

Experimental subjects tended to invest more effort in seeking productive thinking but came to spend significantly more time discussing matters pertaining to classroom management (especially in giving information about classroom activities). Increased communications about classroom management appear to be consistent with a trend toward spending less time lecturing about details and more time structuring a learning environment. In this regard, it is enlightening to observe that students of experimental subjects felt that their teachers became more bossy.

Most teachers feel that it is important to communicate clearly with their students. During the period of student teaching, experimental subjects were perceived by their students to explain things more clearly, but control subjects were perceived by their students to explain things less clearly. However, this increase in clarity was accompanied by a decrease in two areas: the amount of teacher-talk and their willingness to give additional explanation about difficult problems.

Becoming more strict in discipline is one way of attempting to resolve behavior problems of learners. Control subjects were more convinced that one of the big difficulties with modern schools is that discipline is sacrificed to the interests of children. They were more likely to approach a case of misconduct by attempting to locate and punish the offender, more inclined to lower grades because of misconduct, more likely to compel a tardy student to make up the time, and more likely to respond to a child's attention-seeking behavior by seeing that he gets no attention. On the other hand, experimental subjects were less concerned about making discipline stricter, less favorable toward giving children more supervision and discipline, and less inclined to resort to shame or ridicule as a way to correct bad habits (e.g. biting nails). These items are more indicative of a child-centered approach to teaching and a recognition that meaningful social relationships are important to students.

A different orientation to discipline was also accompanied by a greater sense of responsibility to students. At the end of student teaching, all experimental subjects agreed strongly that when a teacher is told something in confidence by a child, he should keep the matter just as confidential as though it were entrusted to him by an adult. However, control subjects, as a group, agreed less strongly with this point of view than at the outset of the student teaching experience. Control subjects were likewise more inclined to give up on students, less willing for the high school to share responsibility for a graduate who

fails in college, and less likely to tell students who receive low grades to study harder. Experimental subjects were more inclined to judge a student's faith in himself to be more important than obedient.

Experimental subjects became more accepting of differences between students and the views they express. They were much more willing to accept the deficiencies and shortcomings of students as well as their good points. They were more likely to permit students to disagree with them, and pupils perceived that they had a more favorable attitude toward students who express ideas different from those of the teacher.

It was felt that classroom instruction should be oriented more to the interests and needs of learners. Experimental subjects displayed a greater shift of opinion in the direction of shaping the goals of education according to the interests and needs of children, as well as to the larger demands of society. They were much more favorable to having students play a very active role in formulating rules for the classroom and for the school. Students of experimental subjects likewise perceived their teachers to be more likely to suggest alternative activities and let students decide for themselves. Students perceived control subjects as more likely to be too busy to notice a pupil who needs help.

There was greater emphasis on encouraging classroom participation and involvement by students. Experiemental subjects were much more agreed that children should be allowed greater freedom in executing their learning activities, and they felt more strongly that the most helpful classroom experiences permit students to express themselves creatively. These attitudes seemed comparable to differences in patterns of verbal behavior. There was a greater increase in class participation, as measured by the ratio of pupil-talk to teacher-talk. Furthermore, during student teaching, students of experimental subjects perceived that their teachers became less talkative, but students of control subjects perceived that their teachers became more talkative.

Finally, experimental subjects appeared to be oriented differently toward certain teaching practices. They were more likely to view ability grouping as potentially damaging to the self-confidence of pupils, more accepting of the use of peer evaluation for obtaining desired responses, and more favorable to the automatic promotion of elementary students regardless of whether they had completed the work for their grades.

Conclusions

During the preservice teaching experience, student teachers change many of their attitudes and teaching practices, and pupils change many

of their perceptions about student teachers. Fourteen participants in SCE seminars exhibited certain unique changes which differed significantly from those of the fourteen control subjects. Within the parameters of these experimental conditions, the following conclusions about seminar participants appear to be warranted:

1. Participation in the SCE seminar is associated with significant and distinctive changes in teacher attitude, verbal communication, and pupil perception.

2. Observed differences are consistent with the assumptions and values inherent in the SCE program.

3. Experimental subjects differed from control subjects in the following aspects:

   a. Their image of teaching as a career was enhanced. They were more realistic about the teacher role but also anticipated greater opportunities for job satisfaction, self-expression, and involvement in society generally. Fellow teachers were perceived to be competent professionals who also would have been successful in fields other than teaching.

   b. Schools were viewed as appropriate agencies for innovation and social renewal.

   c. Attitudes toward classroom practice were more student-centered and less curriculum-centered.

   d. Stronger emphasis was placed on higher thought processes and less on the cognitive-memory level of thinking.

   e. Students perceived teachers to be more effective but less talkative communicators.

   f. Students participated more in class discussion and were encouraged to become more involved in designing their own learning experiences.

   g. They were more favorable to newer methods of instruction and more likely to make use of heterogeneous grouping and use a student's peers to evaluate his progress and achievement.

h. There was greater acceptance of students' deficiencies, shortcomings, and deviant viewpoints.

i. A higher value was placed on a teacher-student relationship based on trust and confidence rather than obedience.

j. They felt that instruction should be more relevant to students' interests and needs.

During the last seminar meeting, participants recorded their reactions to the program. They reported that the experience had helped them become more involved in teaching and in their discussions with other teachers. Several mentioned the value of behavioral objectives and the various techniques of feedback, but the benefits consisted of more than techniques. Of greater importance were new attitudes toward teaching, ways to analyze and solve instructional problems, and the opportunity to deal with specific practical problems. Group meetings were especially meaningful because of the sharing of ideas, support, and encouragement. One reported that student teaching was a more enjoyable experience because the seminar offered a place for her to talk out her concerns about teaching.

Participants indeed recognized the need for expert assessment and help, but expressed the importance of learning how to evaluate themselves. They felt that the college might profitably incorporate elements of the program into both course work and supervisory practice.

APPENDICES

A. Communications with Teachers

B. *Teacher Attitude Questionnaire*

C. *Teacher Communication Scale*

D. *CERLI Verbal-Behavior Classification System*

E. Student Teachers' Reactions to Seminars

MEMORANDUM

TO: Student Teachers, Spring Semester, 1968-69

FROM: Dr. Albert L. Furbay, Associate Professor of Speech

DATE: January 6, 1969

SUBJECT: STUDENT TEACHING EXPERIMENTAL PROGRAM

This year the Department of Education at Wheaton College is conducting an experiment jointly with the Cooperative Educational Research Laboratory, Inc. The objective is to discover how students' attitudes and approaches at the end of student teaching compare with those at the beginning of the experience.

CERLI desires to select a number of student teachers to participate in this program during the spring semester. Some of those students selected will also be invited to engage in a second research project.

The enclosed questionnaire will be used only by CERLI and will serve as a basis for selection. Please fill it out and return it immediately in the envelope provided. If you are selected, you will be notified within the next few days.

If you have any questions, you may call me at home (653-6626) in the evening or at CERLI (273-2444) during the day.

Thank you.

ALF:gm
Attach.

CONFIDENTIAL INFORMATION

Cooperative Educational Research Laboratory, Inc.
Box 815
Northfield, Illinois 60093

Name (please print)_____

Campus or Local Address_____

Phone_____

Age_____ Sex (circle): M F Major_____

Grade Point Average (not including this semester)_____

When do you expect to graduate?_____

How does teaching fit into your plans for the year following graduation? (check one)

_____definitely plan to teach the year following graduation
_____plan to teach the year following graduation
_____not sure
_____not planning to teach the year following graduation
_____definitely not planning to teach the year following graduation

Date you plan to begin student teaching_____

How many weeks do you plan to teach?_____ Credit hours in student teaching_____

School and City_____

Name of Critic Teacher_____

Grade Level_____ Content Area of Teaching_____

Please answer "yes" or "no" to the following questions:

____1. Would you be willing to fill out confidential questionnaires about your student teaching experiences? They would go to CERLI, not to the college.

____2. Would you be willing to have students in your class fill out confidential questionnaires about their learning experiences?

____3. Would you be willing to record part of a lesson for CERLI? This recording will be analyzed for research purposes only and will not be "evaluated" by CERLI.

____4. Would you be willing to meet approximately once a week during the time of your student teaching? You would meet with a staff member of CERLI and a small group of other student teachers from Wheaton College. The purpose is to explore methods of personal growth and self development in teaching.

January 20, 1969

Miss Barbara Beth Dykstra
Wheaton College
Wheaton, Illinois 60187

Dear Barbara:

Thank you for returning the questionnaire concerning your plans for student teaching. On the basis of your answers and your willingness to take part in this experimental program, we have selected you as one of the participants.

You are invited to meet with a group of seven student teachers in a series of ten seminars. The enclosed description of this program will be explained to you in more detail at a later time. These meetings will be arranged at the convenience of the group.

We will also ask you to do three things at the beginning of your student teaching and again at the end: (1) Complete an extensive questionnaire which deals with teaching, (2) have a group of children whom you are teaching fill out a brief information survey, and (3) record a fifteen to twenty minute portion of a lesson which you are teaching. All equipment and materials, including tape recorders, will be supplied.

These activities will not take the place of any of your normal student teaching responsibilities. They will be conducted in addition to all of the requirements of the department of education. Upon completion of the activities outlined above, you will receive sixty dollars ($60.00) as partial compensation for your time and efforts to make this project a success.

We have scheduled a meeting for Tuesday evening, January 28. At that time you will fill out the first questionnaire and receive all the other material which you will need. Please note the time and place:

Colonial Room, M.S.C.
January 28, 1969
6:30 - 7:30 p.m.

I am looking forward to working with you throughout your student teaching experience and trust that you will find your participation in this program to be an exciting and rewarding experience.

Sincerely,

Albert L. Furbay
Senior Program Associate

P.S. Please return the enclosed contract immediately so that we may complete our arrangements for the spring semester.

SELF-ASSESSMENT GROUPS AS A MEANS FOR IMPROVING TEACHER BEHAVIOR

The seminar is made up of a small group of teachers who meet under the direction of a Specialist in Continuing Education (SCE). The focus of the seminar is upon the immediate and unique problems the teacher faces on the job. Teachers are encouraged to assess relevant data for themselves and to seek their own solutions to their problems. The emphasis is upon <u>self-assessment</u> rather than expert assessment by authorities in or out of the school organization.

The processes of self-assessment are carried out in the context of small group interaction, rather than on an individual or a mass basis. The SCE attempts to create a warm, supportive climate and a helping relationship among members of the group. Hence the small group is utilized as a medium for change. The SCE does not function as an answer man nor a traditional master teacher. Neither is he non-directive in the sense of letting the group do whatever it pleases. His objective is to get teachers to become involved in self-assessment activities by utilizing a specific problem solving model.

There are four elements in the basic self-assessment process which is carried out in small group seminars.

1. <u>Instructional Objectives</u>. Participants develop and define their own professional goals in operational terms. Here the emphasis is primarily upon the teacher goals, which are relevant to learner goals. Furthermore these goals must be made specific, for it is difficult to determine the degree to which general and vague goals are achieved.

2. Feedback Data. Participants collect and analyze concrete data concerning the degree to which professional behavior accomplishes goals. Other programs have developed elaborate methods for feeding data back to teachers through external observers, etc. However the emphasis in the seminar is primarily upon getting teachers to design and utilize their own feedback systems by themselves (i.e., a video tape replay of a classroom lesson, a classification of verbal communications on an interaction analysis system, responses of students on an attitude scale, etc.). The emphasis here is upon data rather than inferences and the collection of that data by the teacher herself rather than an outsider. Hence the feelings of threat, anxiety, or trauma often associated with feedback are considerably reduced. When instructional objectives are set in behavioral terms, concrete data are easier to collect.

3. Self-confrontation. Participants compare operational goals with feedback data, identify and confront discrepancies between the ideal and the actual, and resolve the differences. Steps are taken to avoid an external confrontation between the teacher (who represents the actual) and an "expert" (who represents the ideal). In the seminar, the teacher begins by sharing with the other participants her own statement of ideal behavior, and then compares it with her own data which describe actual behavior. Hence the confrontation is intra-personal, located within the experience of the teacher herself. Furthermore the conflict is shared with the other participants rather than generated among them.

4. Knowledge Utilization. Participants select, evaluate, and implement educational innovations which are relevant to the attainment of their goals. In order to bring about a closer correspondence between data and goals, new resources are utilized in the classroom behavior of the teacher. In this regard, the leader of the seminar plays a linking rather than advisory role.

MEMORANDUM

TO: Student Teachers in CERLI Experimental Program

FROM: Albert L. Furbay, Associate Professor of Speech

DATE: January 28, 1969

SUBJECT: DATA COLLECTION

At the beginning of your student teaching, we need the following data:

1. "Teacher Attitude Questionnaire" -- to be filled out and submitted immediately.

2. "Teacher Communication Scale" -- to be filled out by 30 - 40 of your pupils as soon as they have been exposed to you. They should record first impressions and tell what they think you are like even if they have never taken a test from you, etc.

3. Record 15-20 minutes of class discussion of subject matter when you are the teacher, preferably your first lesson.

ALF:gm

MEMORANDUM

TO: Student Teachers in CERLI Experimental Program

FROM: Dr. Albert L. Furbay, Associate Professor of Speech

DATE: March 4, 1969

SUBJECT: DATA COLLECTION

Thank you for your help in collecting the data requested at the beginning of your student teaching this semester. At the end of your assignment, I would like you to do the same tasks again.

1. Record 15 to 20 minutes of class discussion of subject matter, when you are the teacher.

   a. For this tape, please do not give or go over a test. Unless this is a typical matter of teaching for you. In most cases, however, communication regarding tests is not typical of one's usual teaching style.

   b. Student performances (e.g. speeches, plays, musical productions) should not be included in the 15 to 20 minutes.

2. Have the same pupils fill out questionnaires about you. As far as possible, pupils should be the same ones who filled out the first questionnaires and the total should be 30 to 40.

3. Take another inventory of teacher attitudes. This will be scheduled at a later time.

You will need a recorder and supply of questionnaires, and I will see that you get them in time. Call me at home if you have any questions or I do not contact you in time. My Wheaton number is 653-6626; my office has a Chicago number, 273-2444.

Please collect data (tape and questionnaires) in your classroom during the last 2 or 3 days when you are teaching. If you will continue your student teaching after Easter vacation, it is not necessary to wait. I would prefer to have all data collected, if possible, before you leave campus for Easter vacation.

As soon as all data are collected, your contract will be countersigned and your check mailed to you.

ALF:gm

NAME_____

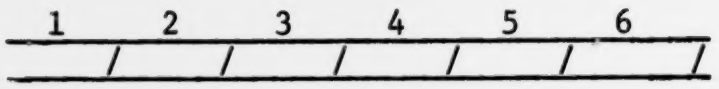
Teacher Attitude Questionnaire
Cooperative Educational Research Laboratory, Inc.

This questionnaire is made up of 156 statements about which teachers may have different opinions. There are no right or wrong answers. This is an opportunity for you to express your true attitudes and opinions. Try to tell how you personally feel about teaching. For each statement, please check the appropriate space which best represents your degree of agreement or disagreement. Please answer all questions, even if you are uncertain about the item.

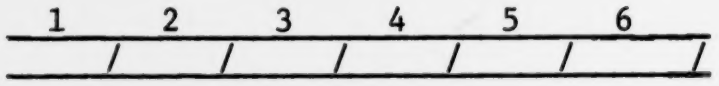
CODE: St.A. -- strongly agree
M. A. -- moderately agree
Sl.A. -- slightly agree
Sl.D. -- slightly disagree
M. D. -- moderately disagree
St.D. -- strongly disagree

1	2	3	4	5	6
St.A./	M. A./	Sl.A./	Sl.D./	M. D./	St.D./

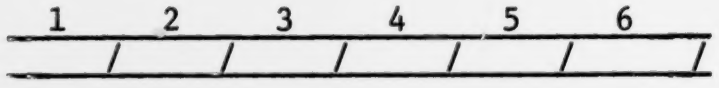
1	2	3	4	5	6	
	/	/	/	/	/	1. Teaching is one of the best means of serving humanity.
	/	/	/	/	/	2. Teaching has more influence on a nation than any other profession.
	/	/	/	/	/	3. The teaching profession performs more actual good for mankind than any other.
	/	/	/	/	/	4. Teaching develops personality and character.
	/	/	/	/	/	5. Teaching is one of the greatest stimulants to mental activity.
	/	/	/	/	/	6. The intellectual standards of a country depend upon its teachers.



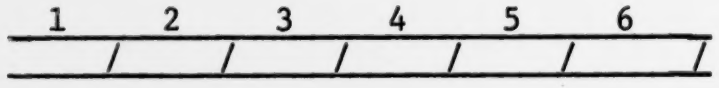
7. Teaching develops independence and a sense of responsibility.



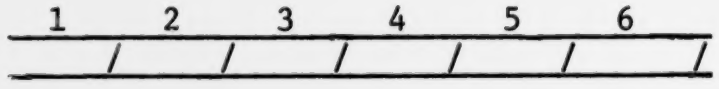
8. Teaching school is an education for the teacher as well as the pupil.



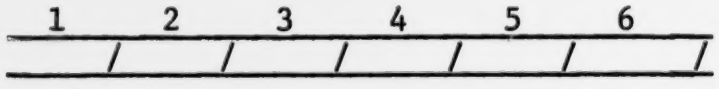
9. Teaching requires more than mere knowledge.



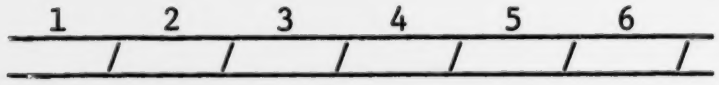
10. Teaching offers exceptional opportunities for making friends.



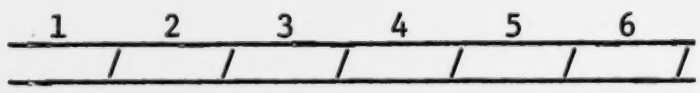
11. Teaching is a genteel and cultured profession.



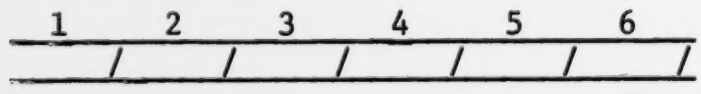
12. The teaching profession ranks high socially.



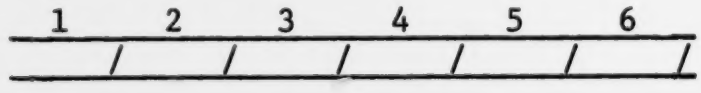
13. Teaching is the oldest and most honored profession.



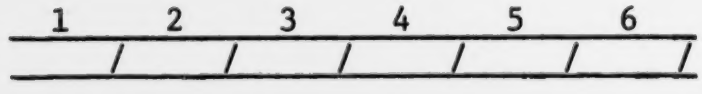
14. Teaching is the best means of self-expression.



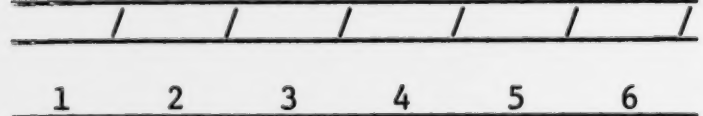
15. Much self-satisfaction can be derived from teaching.



16. Teaching is fairly well paid for the training required.

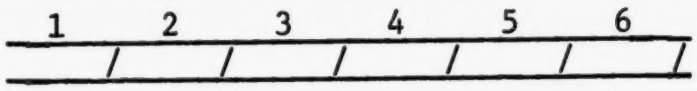


17. Good pupils make the good teachers.

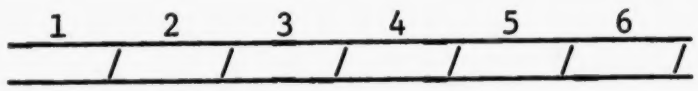


18. Women make the best teachers.

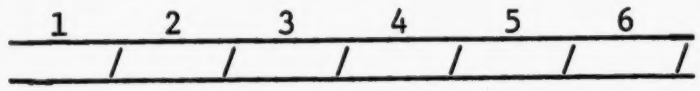
19. Teachers expect too much of the students.



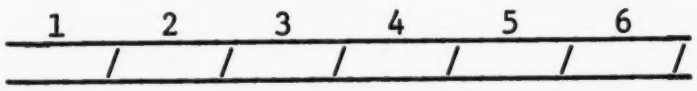
20. Too many teachers like to teach, but can't.



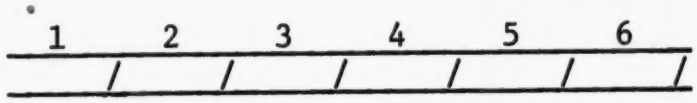
21. Teachers are too prone to give their own ideas and not enough facts.



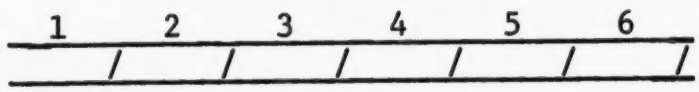
22. Most teachers do not understand their pupils.



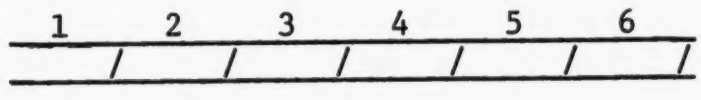
23. Teachers are too idealistic.



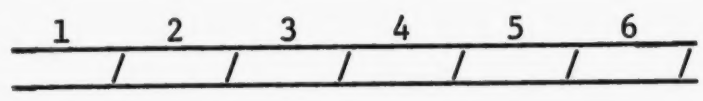
24. Teachers take themselves too seriously.



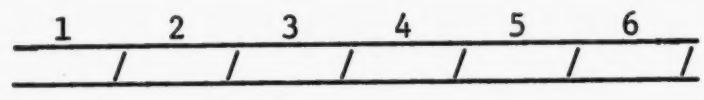
25. Teachers have too much of a superiority complex.



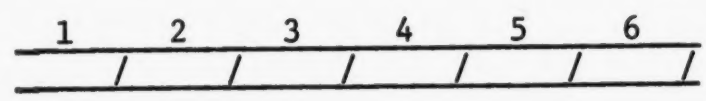
26. Teaching is not often done whole-heartedly.



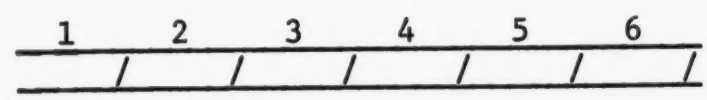
27. Teachers do not take enough interest in their jobs.



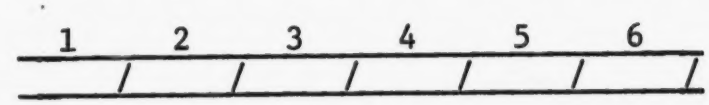
28. Teaching offers few opportunities for advancement.



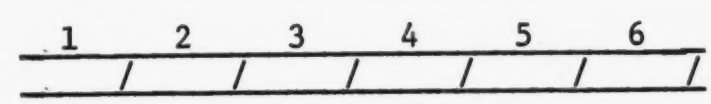
29. Teachers do not consider the opinions of others.



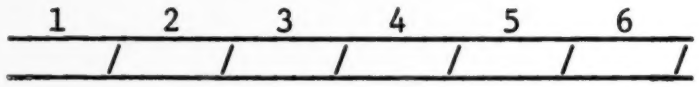
30. Teachers get into a rut quicker than persons in other professions.



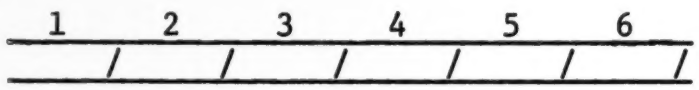
31. Teaching becomes boresome in a short time.



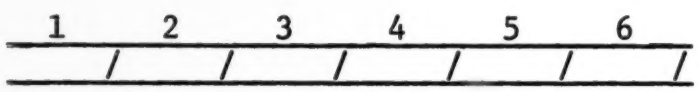
32. Most teachers are unfit for such a responsible position.



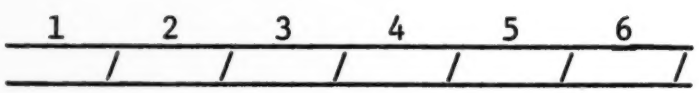
33. Teaching is not a healthful profession.



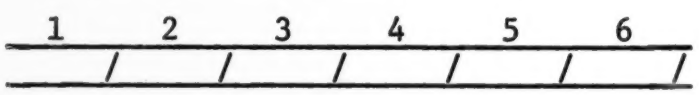
34. Teaching isolates a person from the rest of the world.



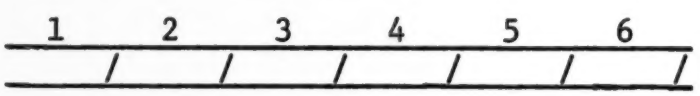
35. Teaching is a monotonous occupation.



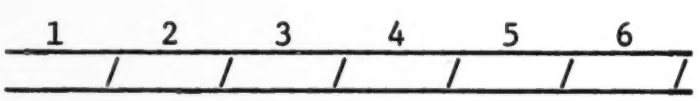
36. Teaching routine is drudgery.



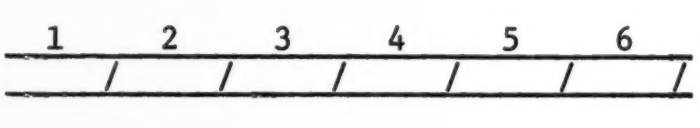
37. Teaching stifles ambition.



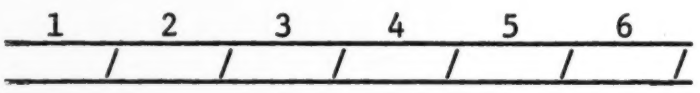
38. Modern methods of teaching require nursemaids, not teachers.



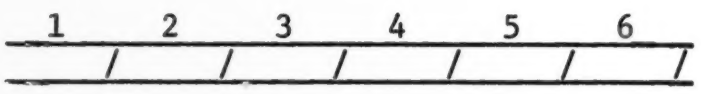
39. Modern teaching is inferior to that of twenty years ago.



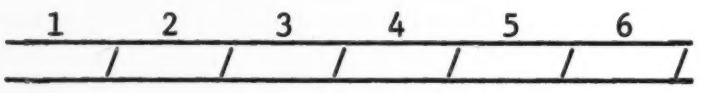
40. Teaching has no future.



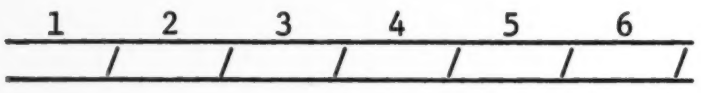
41. People teach only when they can find nothing else to do.



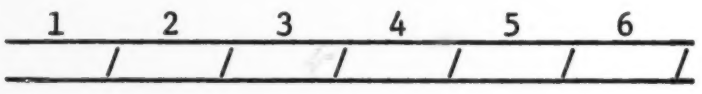
42. The moral standard of the teaching profession is very low.



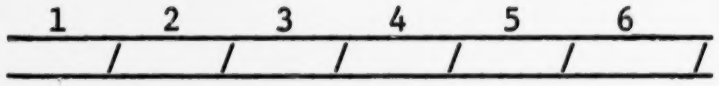
43. The intellectual level of modern teachers is very low.



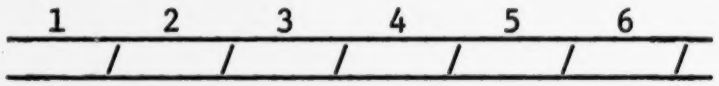
44. Failures in other lines of business usually become teachers.



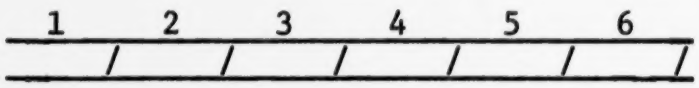
45. The teaching profession as a whole is untruthful and unreliable.



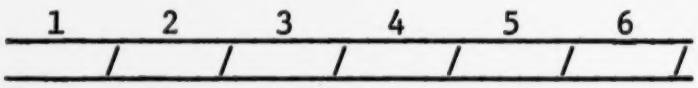
46. Boys and girls who are delinquent are, when all is said and done, basically good.



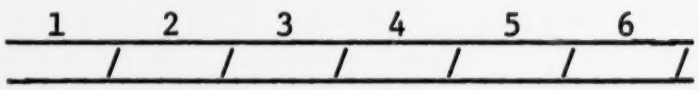
47. If boys and girls are to do an adequate job of learning in school, their needs for love must be met.



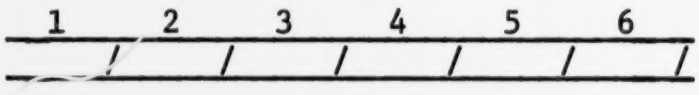
48. It is appropriate for teachers to require an additional assignment from a pupil who misbehaves in class.



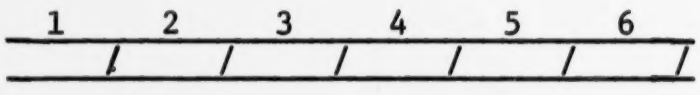
49. How a student feels about what he learns is as important as what he learns.



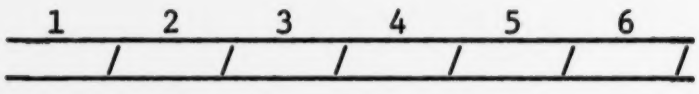
50. The way to handle a pupil who tells lies is to threaten to punish him.



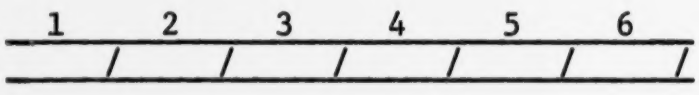
51. The high school pupil who is not interested in having dates should be commended.



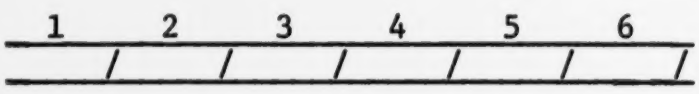
52. Education has failed unless it has helped boys and girls to understand and express their own feelings and experiences.



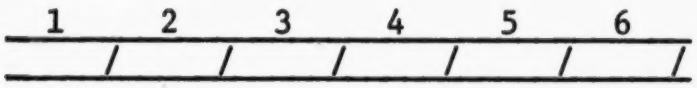
53. You should tell a child who masturbates that it leads to ruined health.



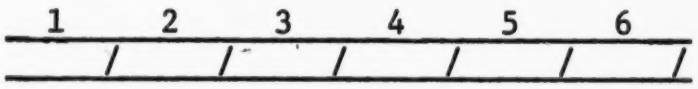
54. The classroom experiences that are most helpful to boys and girls are the ones wherein they can express themselves creatively.



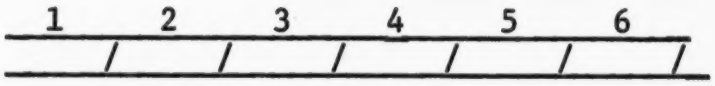
55. All children should be encouraged to aim at the highest academic goals.



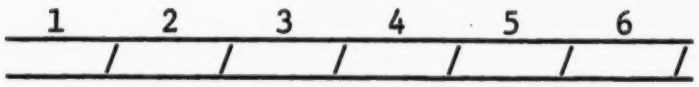
56. The child who bites his nails should be shamed.



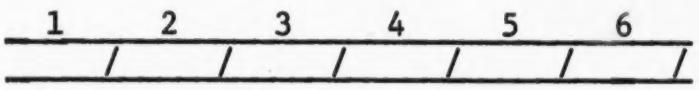
57. Children outgrow early emotional experiences as they do shoes and clothes.



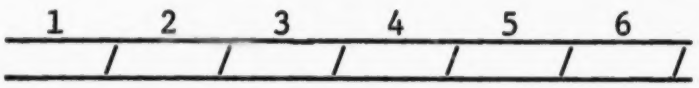
58. What boys and girls become as adults is more closely related to the experiences they have with each other than it is to mastery of specific subject matter.



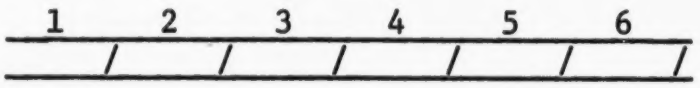
59. It is more important for students to learn to work together co-operatively than it is for them to learn how to compete.



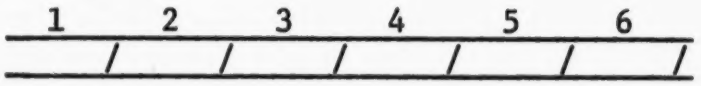
60. Some pupils are just naturally stubborn.



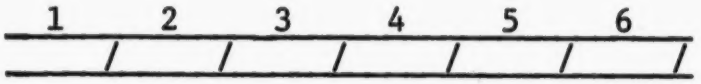
61. Students should be permitted to disagree with the teacher.



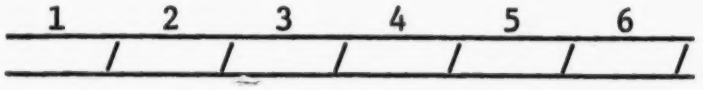
62. It is better for a girl to be shy and timid than "boy crazy".



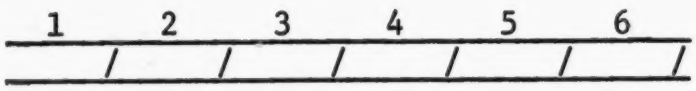
63. Boys and girls should learn that most of life's problems have several possible solutions and not just one "correct" one.



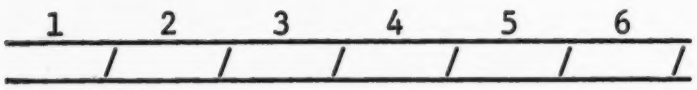
64. The first signs of delinquency in a pupil should be received by a tightening of discipline and more restrictions.



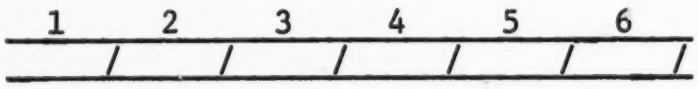
65. The newer methods of education tend to standardize children's behavior.



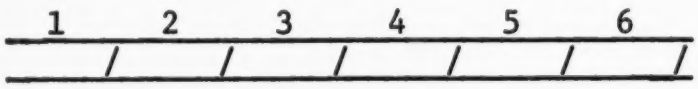
66. Most boys and girls who present extreme cases of "problem behavior" are doing the best they can to get along with other people.



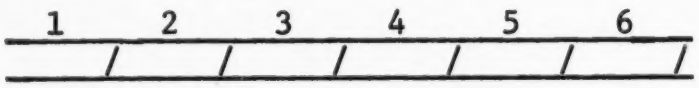
67. An activity to be educationally valuable should train reasoning and memory in general.



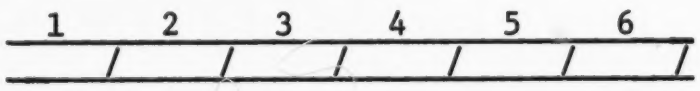
68. It is more important for a child to have faith in himself than it is for him to be obedient.



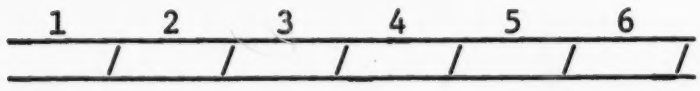
69. Being grouped according to ability damages the self confidence of many boys and girls.



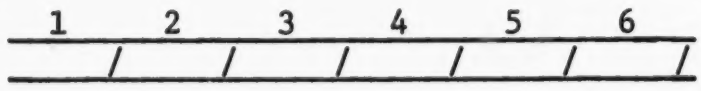
70. Criticism of children by teachers is more effective for obtaining the desired behavior than criticism of children by others their own age.



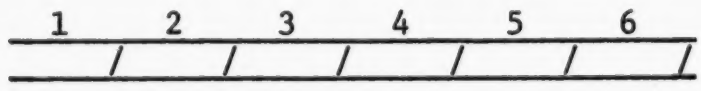
71. All questions a student asks should be recognized and considered.



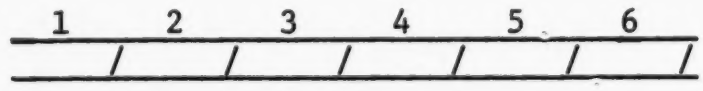
72. The pupil who isn't making good grades should be told to study harder.



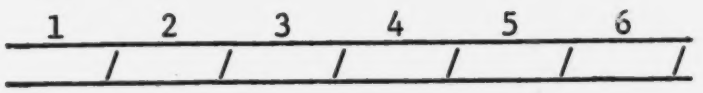
73. Children should not be permitted to talk without the permission of the teacher.



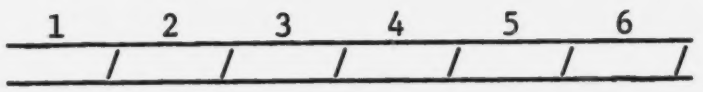
74. A student who will not do his work should be helped in every way possible.



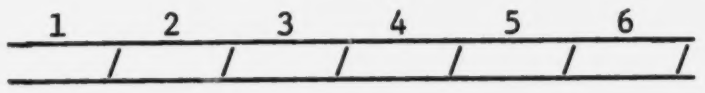
75. Boys and girls in the elementary school should be promoted regardless of whether they have completed the work for their grade or not.



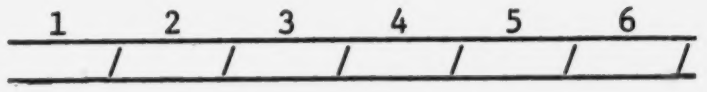
76. The teacher should lower grades for misconduct in class.



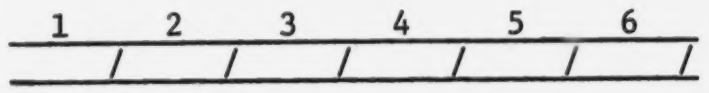
77. A teacher should permit a great deal of latitude in the way he permits boys and girls to address him.



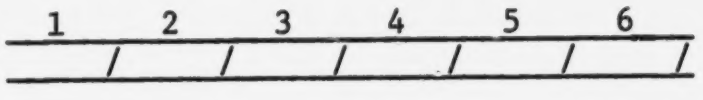
78. It is a good idea to tell a pupil that he can succeed in any type of work if he works hard.



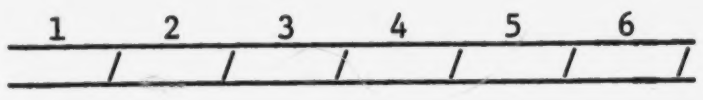
79. Students will tolerate errors and even occasional injustices in a teacher who, they feel, likes and understands them.



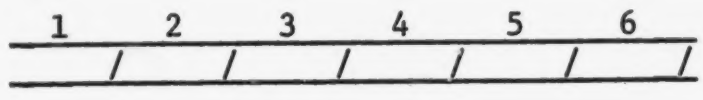
80. A teacher should accept the deficiencies and shortcomings of a student, as well as his good points.



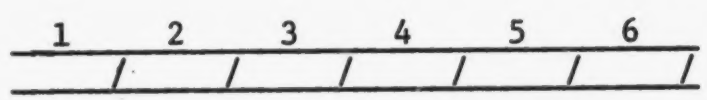
81. Each time a pupil lies, his punishment should be increased.



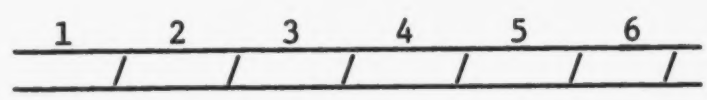
82. Boys and girls can learn proper discipline only if they are given sufficient freedom.



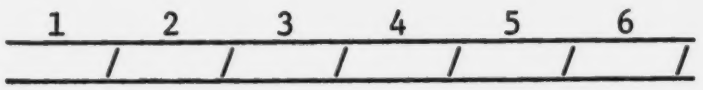
83. If a teacher keeps school conditions exactly the same and gives all pupils an equal opportunity to respond, he has done all he can do.



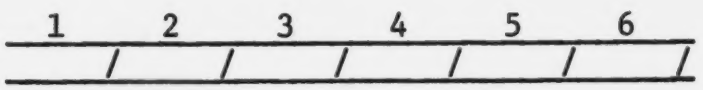
84. If a pupil constantly performs for attention, the teacher should see to it that he gets no attention.



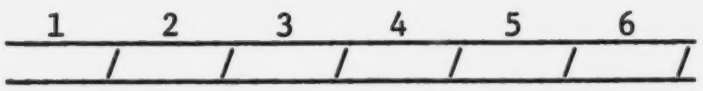
85. Dishonesty is a more serious personality characteristic than unsocialness.



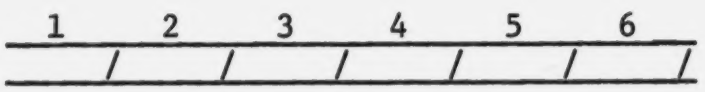
86. A great deal of misbehavior problem behavior results from fear and guilt.



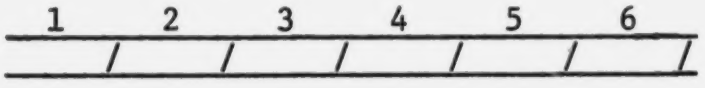
87. The teacher's first responsibility in all cases of misconduct is to locate and punish the offender.



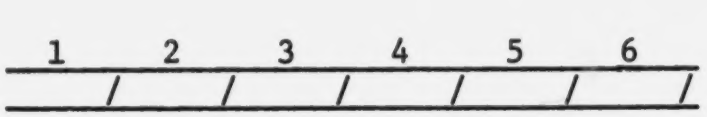
88. It is better for boys and girls to talk about the things that bother them than to try to forget them.



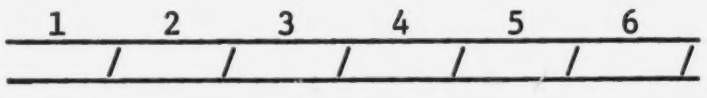
89. Most pupils need some of the natural meanness taken out of them.



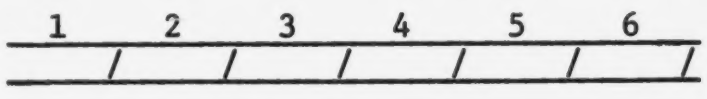
90. It is more important for boys and girls to be liked and accepted by their friends than it is for them to get along with their teachers.



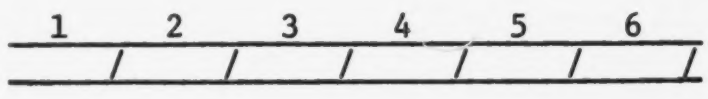
91. Teachers should answer children's questions about sex frankly and, if possible, without show of embarrassment.



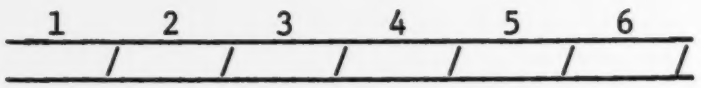
92. When a pupil obeys all the rules of the school, one can be sure he is developing moral character.



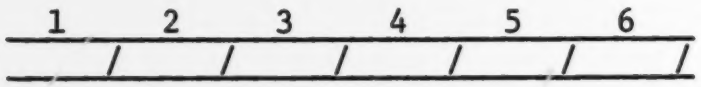
93. When a teacher is told something in confidence by a child, he should keep the matter just as confidential as though it were entrusted to him by an adult.



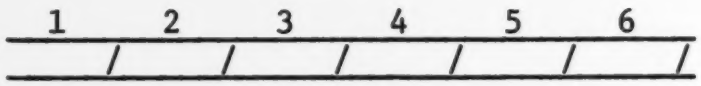
94. Since a person memorizes best during childhood, that period should be regarded as a time to store up facts for later use.



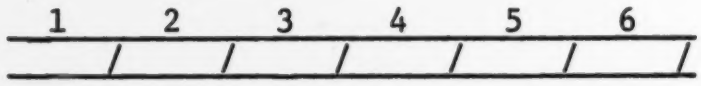
95. Students should play a very active part in formulating rules for the classroom and the school.



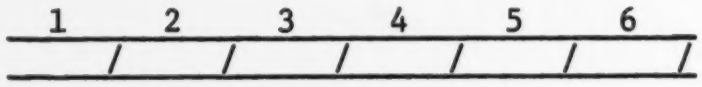
96. Discipline in schools should be stricter.



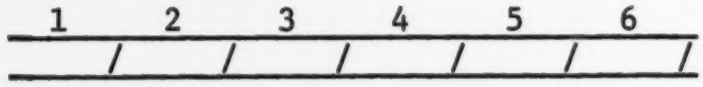
97. Pupils should be allowed more freedom to do as they please.



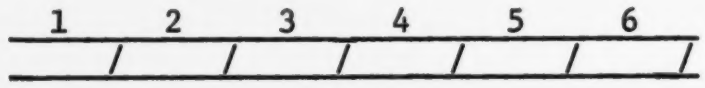
98. Pupils should be required to do more studying.



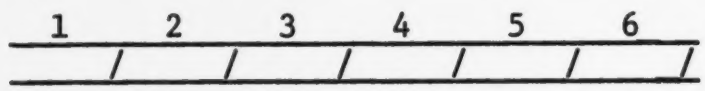
99. Lessons should be made easier and plainer.



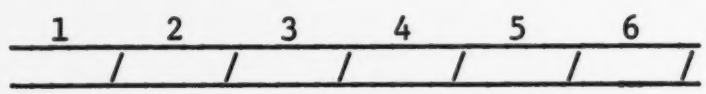
100. Teachers should not do so much talking and explaining to the class.



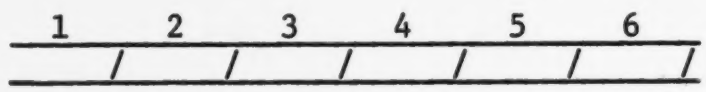
101. Teachers should do more explaining of the difficult problems.



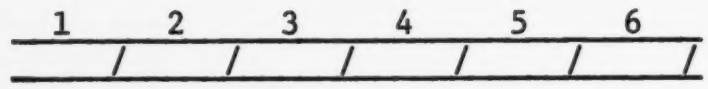
102. Homework should be assigned for about two hours each evening.



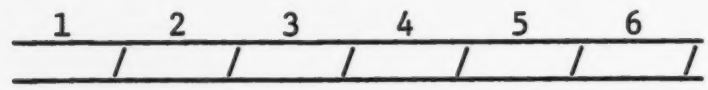
103. There should be no homework assigned.



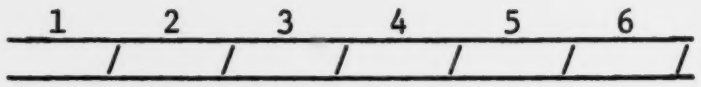
104. Courses should be so conducted that all those who do not do their best would be left out at the end of first six weeks.



105. Courses should be made so easy that very few would fail them.



106. Pupils must learn to do difficult tasks in high school if they expect to do college work and succeed in after life.



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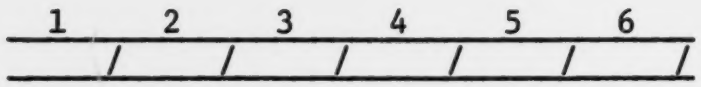

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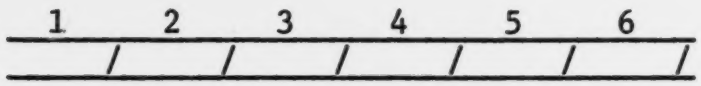

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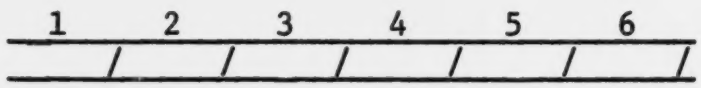

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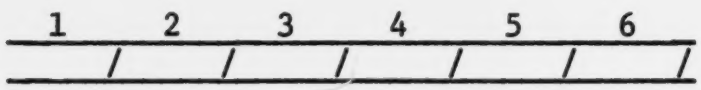

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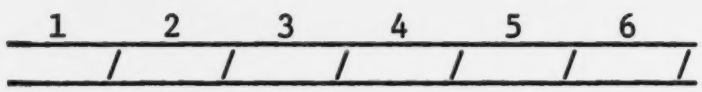

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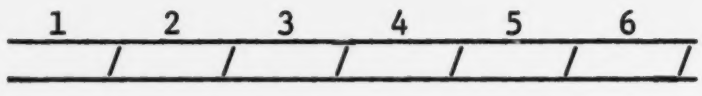

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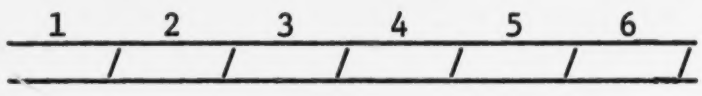

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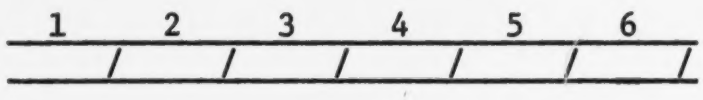

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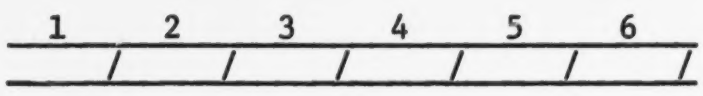

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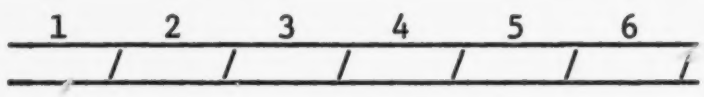

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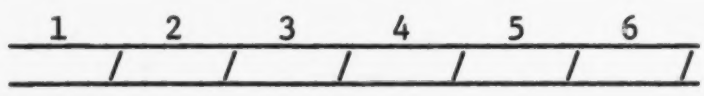
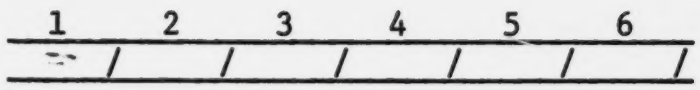
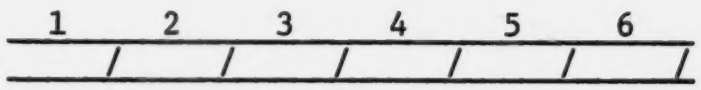


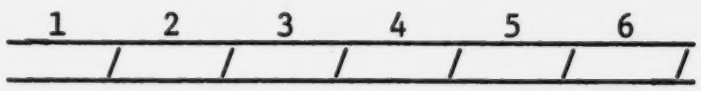
106. Pupils must learn to do difficult tasks in high school if they expect to do college work and succeed in after life.



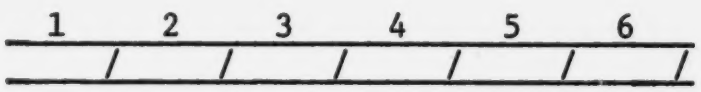
107. People will be able to do the difficult tasks in life when they meet them, no matter whether they have had any practice in school or not.



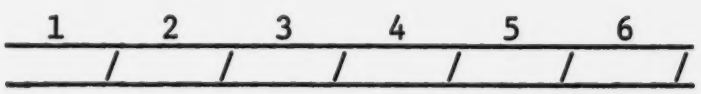
108. Most high school students have too easy a time of it and do not learn to do real work.



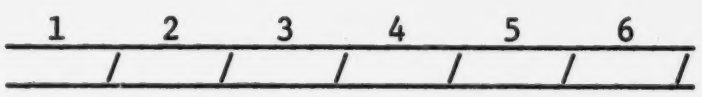
109. Most high school students are overworked and should be relieved of some of it.



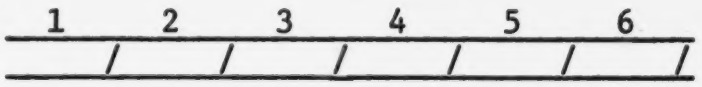
110. Pupils learn to study only by doing some real hard studying.



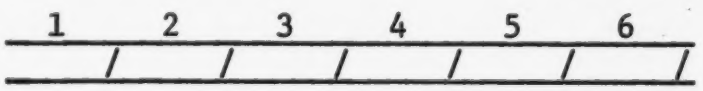
111. Pupils can study without learning how to do it after they once select the work they like.



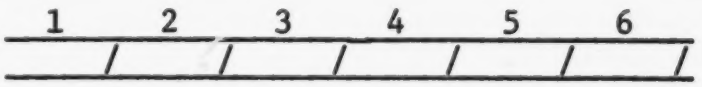
112. Information gained in high school is essential for any kind of work we may wish to pursue.



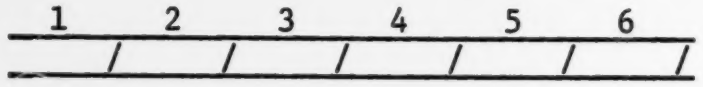
113. Knowledge and information change so rapidly that the information gained in school is not so valuable since it is soon out of date.



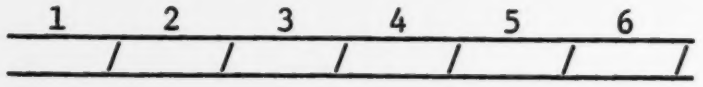
114. Certain facts and knowledge are necessary for the study of all subjects and these facts do not change very much.



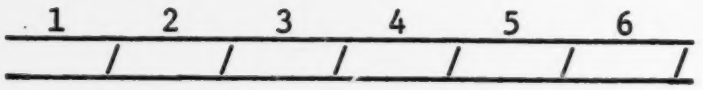
115. Pupils should study only those subjects that they like.



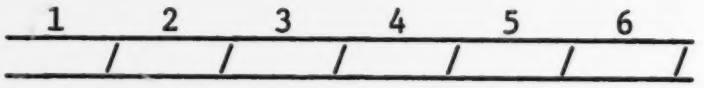
116. Pupils should study some subjects that do not interest them because they may be necessary, since we do not know when we may need them.



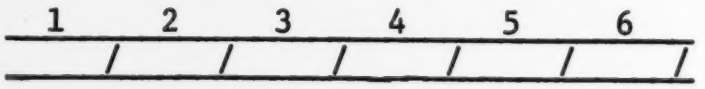
117. Pupils should study only subjects that they feel they will need in after life.



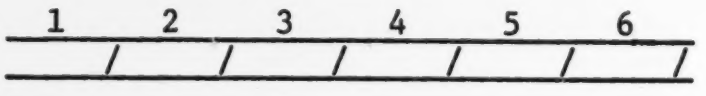
118. In most cases those pupils who fail in college are those who have not learned how to work in high school.



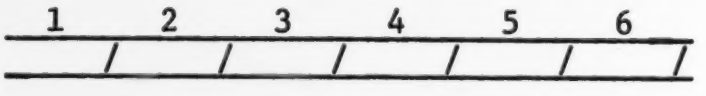
119. When pupils fail in college it is their own fault and the high school should not be blamed for it.



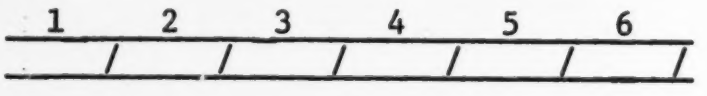
120. Teaching is about the best job that I can think of.



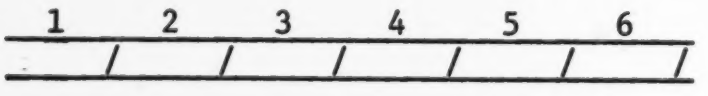
121. There are a lot of advantages to teaching.



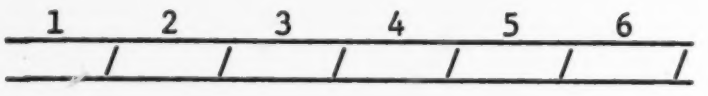
122. I wouldn't care for the work of a teacher.



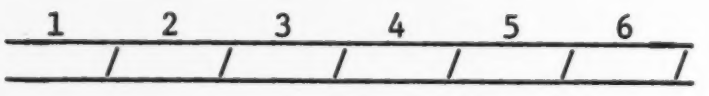
123. Teaching may be all right for some people but not for me.



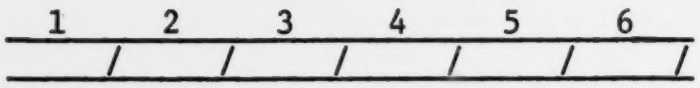
124. Teaching would be a wonderful occupation for anyone.



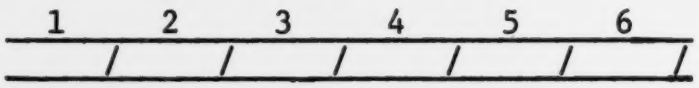
125. I am not convinced of the importance of a teaching career.



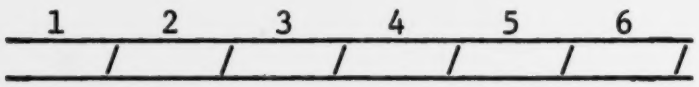
126. Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay.



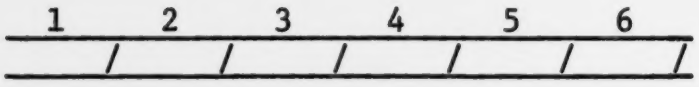
127. I am sure I would enjoy teaching.



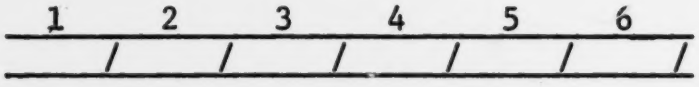
128. Teaching is as good a job as any.



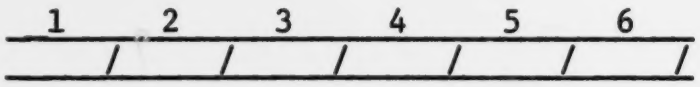
129. There are more advantages than disadvantages to teaching as a career.



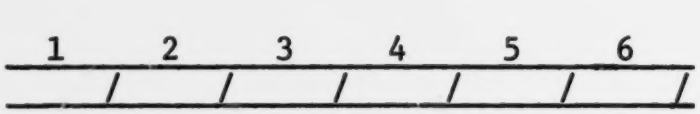
130. I would be willing to take any job related to teaching.



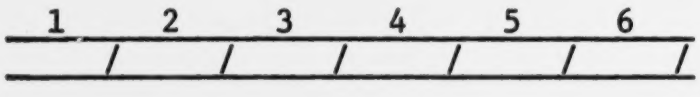
131. The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.



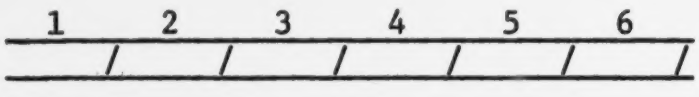
132. No subject is more important than the personalities of the pupils.



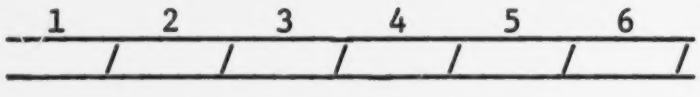
133. Schools of today are neglecting the three R's.



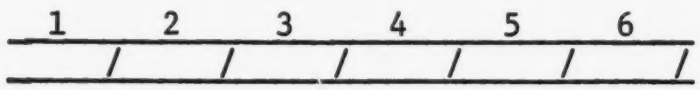
134. The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control and a teacher who is an expert supplying direction, guidance, and control.



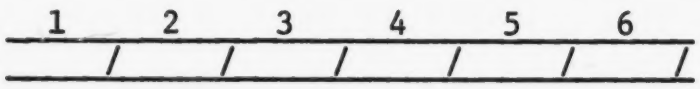
135. Teachers, like university professors, should have academic freedom -- freedom to teach what they think is right and best.



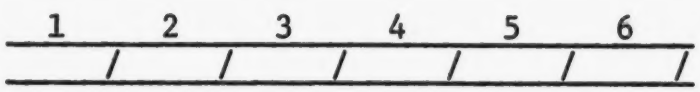
136. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.



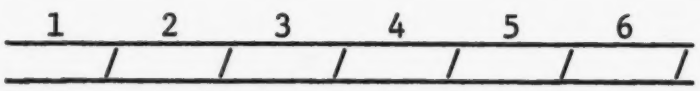
137. Teachers should encourage pupils to study and criticize our own and other economic systems and practices.



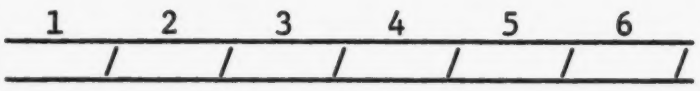
138. The traditional moral standards of our children should not just be accepted; they should be examined and tested in solving the present problems of students.



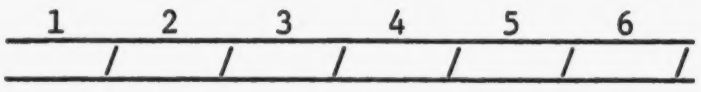
139. Learning is experimental; the child should be taught to test alternatives before accepting any of them.



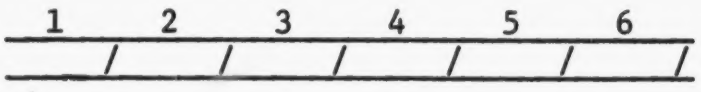
140. The curriculum consists of subject matter to be learned and skills to be acquired.



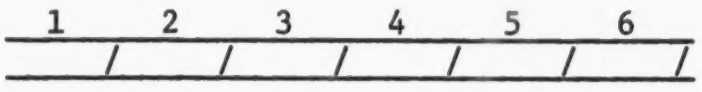
141. The true view of education is so arranging learning that the child gradually builds up a store house of knowledge that he can use in the future.



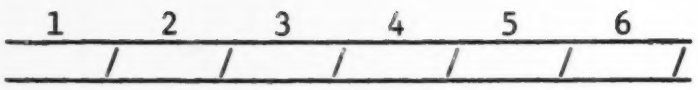
142. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.



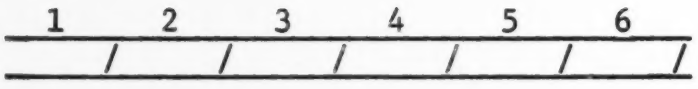
143. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.



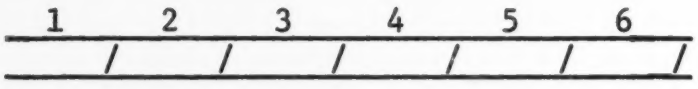
144. Discipline should be governed by long-range interests and well-established standards.



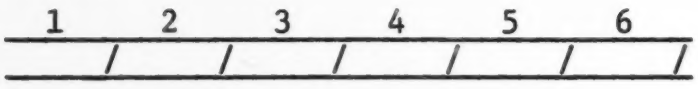
145. Education and educational institutions must be sources of new social ideas; education must be a new social program undergoing continual reconstruction.



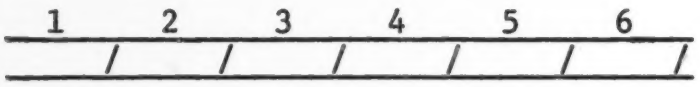
146. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.



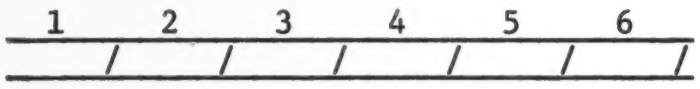
147. Pupils who fail to prepare their lessons daily should be kept after school to make this preparation.



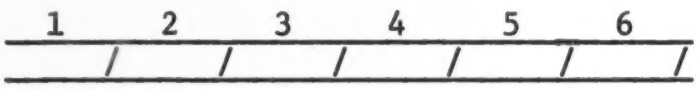
148. When pupils fail to prepare their lessons they should not be kept after school because they are wasting their own time.



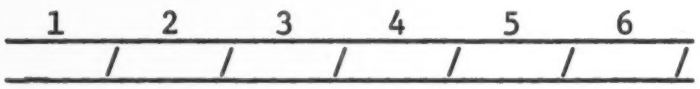
149. Discipline in high school should be left almost entirely to the pupil himself, since he should be old enough to know why he is in school.



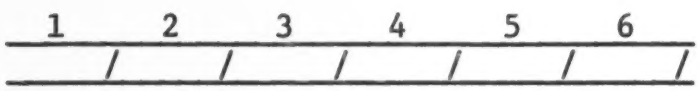
150. Discipline in high schools should be more like that of the Army.



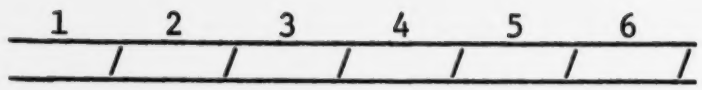
151. Teachers should not help pupils in their difficult problems until the pupil asks for help.



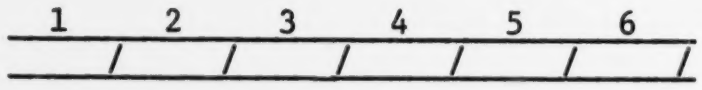
152. Teachers should explain all difficult problems to pupils before they work on them too long and become discouraged.



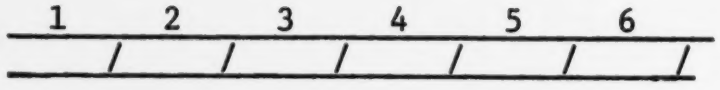
153. Pupils who are tardy should be compelled to make up time so as to learn the habit of being on time when they grow older.



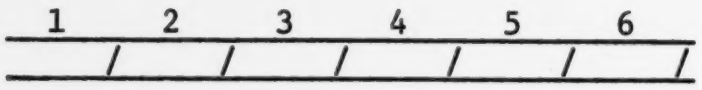
154. Pupils should not be compelled to make up time for being tardy since they do not lose any money by it.



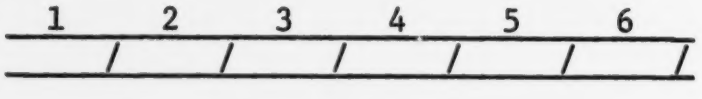
155. Pupils who miss a day of school should be required to make up the back work so that they do not lose anything.



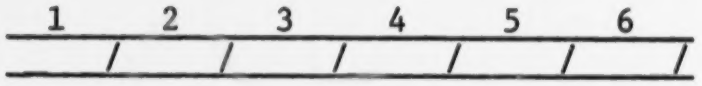
156. Pupils who miss school should not be compelled to make up the work because they are missing their own time and no one else need worry about it.



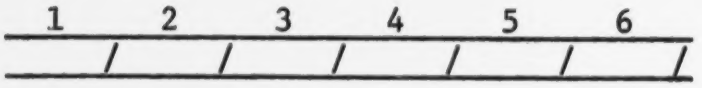
157. Children should be allowed more freedom than they usually get in the execution of learning activities.



158. Children need and should have more supervision and discipline than they usually get.



159. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.



160. In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the ideologies of other political systems.

9/3/68

TEACHER COMMUNICATION SCALE*

INSTRUCTIONS: Place a check ( ) in the space which you think best describes your teacher as he or she is at the present time. Do not put your name on this questionnaire.

1. Some teachers can give pupils the facts about many things. Is your teacher like this?

Not at all	Not very much	Much	Very much

2. Some teachers ask lots of questions about things in school. Is your teacher like this?

Not at all	Not very much	Much	Very much

3. Some teachers suggest different things so pupils can choose for themselves. Is your teacher like this?

Not at all	Not very much	Much	Very much

4. Some teachers are too busy to notice when pupils need help. Is your teacher like this?

Not at all	Not very much	Much	Very much

5. Some teachers ask how pupils think things should be done. Is your teacher like this?

Not at all	Not very much	Much	Very much

6. Some teachers tell pupils exactly what to do. Is your teacher like this?

Not at all	Not very much	Much	Very much

*Adapted from the original scale developed by M. Vere DeVault, Dept. of Ed., University of Wisconsin, December 1963.

7. Some teachers make a pupil feel as if they don't like him. Is your teacher like this?

Not at all	Not very much	Much	Very much

8. Some teachers ask pupils how they think and feel about things. Is your teacher like this?

Not at all	Not very much	Much	Very much

9. Some teachers let pupils know how they feel and think about things. Is your teacher like this?

Not at all	Not very much	Much	Very much

10. Some teachers listen to pupils when they want to tell them something. Is your teacher like this?

Not at all	Not very much	Much	Very much

11. Some teachers can explain things clearly. Is your teacher like this?

Not at all	Not very much	Much	Very much

12. Some teachers make pupils feel as if they were their friend. Is your teacher like this?

Not at all	Not very much	Much	Very much

13. Some teachers make the class work exciting. Is your teacher like this?

Not at all	Not very much	Much	Very much

14. Some teachers let students help each other in their assignments and homework. Is your teacher like this?

Not at all	Not very much	Much	Very much

15. Some teachers allow students to ask any kind of question in the class they wish. Is your teacher like this?

Not at all	Not very much	Much	Very much

16. Some teachers praise the students when they do a good job. Is your teacher like this?

Not at all	Not very much	Much	Very much

17. Some teachers want students to know he or she is boss in the classroom. Is your teacher like this?

Not at all	Not very much	Much	Very much

18. Some teachers change the plan for the day if the class really wants to. Is your teacher like this?

Not at all	Not very much	Much	Very much

19. Some teachers like students who have ideas which are different from his or her own ideas. Is your teacher like this?

Not at all	Not very much	Much	Very much

20. Some teachers ask the students' help and suggestions in overcoming trouble in the classroom. Is your teacher like this?

Not at all	Not very much	Much	Very much

21. Some teachers admit when he or she is wrong or does not know an answer. Is your teacher like this?

Not at all	Not very much	Much	Very much

22. Some teachers talk more than most teachers. Is your teacher like this?

Not at all	Not very much	Much	Very much

23. Some teachers ask facts or memory questions on examinations. Is your teacher like this?

Not at all	Not very much	Much	Very much

9/3/68

WHAT / HOW	COGNITION-MEMORY C	PRODUCTIVE CRITICAL THINKING T	EXPRESSED EMOTION E	CLASS MANAGEMENT M
S SEEK	SC: Seeks factual or specific information.	ST: Asks for reasoning, explanation, interpretation, judgment, or evaluation.	SE: Asks for feelings; asks about feelings. Tries to elicit an expression of emotion.	SM: Asks about rules, plans, or directions.
I INFORM	IC: Tells factual or specific material, gives a statement of fact.	IT: Gives reasons, interpretations, judgments or evaluation.	IE: Gives or tells feelings.	IM: Tells classroom structure, rules, directions, plans; guides attention.
A ACCEPT	AC: Approves factual or specific answers. Accepts recall or rote material.	AT: Accepts, reasoned ideas, interpretations, judgments, concepts. Approves or praises thinking.	AE: Approves or empathises with feelings expressed.	AM: Accepts or agrees with plans, rules, directions or suggestions for these.
R REJECT	RC: Disagree with answer or factual statement.	RT: Disapproves of thinking, interpretation, judgment or evaluation.	RE: Responds negatively to feelings expressed by others.	RM: Rejects rules, plans, expectations, directions, requests, or suggestions for these.

CERLI Verbal-Behavior Classification System

STUDENT TEACHERS' REACTIONS TO SEMINARS

The following reactions, recorded by student teachers, were expressed during taping sessions that the SCE did not structure, audit or edit.

..We appreciated the CVC System, the verbal behavior grid, the little grid thing.

..I thought it was funny but irritating and some of the tapings . . . I really did -- and we never had any of this from the department. It really helped me.

..Having the tape recorder was good.

..I think that this could have been incorporated into our Monday night student teaching seminars instead of those meetings, so often for two hours at a time. I think it would've been much better.

..We wish we had a video tape recorder . . .

..You make me feel that way too. Don't give me that. I think we should have had 8 sessions instead of 10.

..Can you speak two hours? or an hour and a half?

..Like they say, if this could have been instead of our student teaching seminars, I suggest that it would be something like this. Student seminars are usually an hour of wasted time.

Right!

I don't think that most of what we covered in here was a waste of time. I think that basically it was good. It's just that we're so exhausted and worn out after teaching.

..The time of day is the wrong time.

Sometimes you really needed two hours to get into it.

That's true.

Maybe an hour and a half, which would be better.

..There was so much emphasis on each one of us as an individual.

We talked about our individual problems. There is so much individualism, I think, in each of our student teaching channels.

..If the student teaching seminar could be worked in small groups of 8 to 10 so if they got together to discuss their teaching problems, well, maybe not have such a wide range of people in a group. Maybe a range from not so wide as kindergarten to seniors in high school. I learned a couple things from Becky, but there wasn't that much we could really do together. But where you could get, say all high school people maybe every once in awhile, rather than all these superintendents coming in and giving lectures.

..I think a big thing that helped me was the fact that I don't think that I really had a place like this . . . if there hadn't been a place to come and just spill out everything that bothered me about student teaching, I wouldn't have been able to enjoy this much.

..Maybe a good person in a non-evaluative position. It would've been better if the leader had done more with each individual. Like observing us.

..As it was, I think that as long as we were expected to be so open to a new system . . .

..Sometimes I thought that CERLI itself was often narrow-minded; that their program was the only way to teach. And I was, you know willing to consider a new program as long as they were willing to let me take my time doing it.

..Well, one thing I liked was the positive approach, because a lot of times when your critic teachers, or people who are giving you your grades . . .

You know, a lot of times, the only time they have is so short that they can only kind of get into the negative things. They spend their time telling you what you did wrong instead of picking up the pieces and telling you what you <u>do</u> do. So it kind of balanced out.

..I thought these meetings were very well organized and planned out.

They covered a lot of territory in just a lot of . . . I think it wasn't just one new way of teaching.

I think it has set up a program, a habit pattern, of evaluating ourselves, that we will keep up in some way.

We can't help that.

Yeah, from now on.

..I think the idea of you evaluating yourself and setting your own goals is much better than somebody else setting your goals because their goals, you know, they're different people than you are, and they might approach the whole matter of teaching differently than you.

And I think that the whole idea of student-oriented goals or objectives should be quickly incorporated into the education department of Wheaton College. Because your whole system is completely the opposite to me. And in my student teaching, the whole thing that, you know, changes itself as so much as doing that: the operational goals, the behavior - goals - all stated in student terms.

..That's great! You know, our handbook teaches us lesson plans; objectives, are just for the teachers only, and it's just to help the teachers during the day.

Did any of you change your lesson plans, and then state them in student behavior?

Mine all have been that. My critic teacher at school read the book and made me read it as soon as I came here, the book about operational objectives.

Did she ask you to do your lesson plans like that?

She made me rewrite my objectives over and over and over till I got them.

Did she check your lessons then?

I went in to see her ahead of time, three pages at a time.

Not three pages to one lesson?

Often my objectives were longer than my . . .
They say that once you gave a list of objectives to the student, you don't have to teach them, and I cut down a lot of my problems by doing that.

Did that book help you a lot?

Yeah.

..We had a lot of it in the test we took. That's what the book is like, except that they explained it before you had to take the test.

Those didn't help me at all -- that part.

How much can you claim to . . .

I was just at a loss and I still don't know. Maybe I just plain didn't get it. But I haven't.

Well, to me it was thrown in your lap. It was placed in your lap and you were told to start filling it out. I didn't know what we were going for.

That's where the book is much better. It tells you and then it says ok now, here's your questions. If you get so and so right, go on; if you don't, go back to page one and read it over again. It's a learning tool -- the book itself is.

..I think a lot of things that were covered in this session we just began to look at. And you can't, in a thing like this; that's all we can do. I wish that the education department here had given us more of this.

Exactly. If this is what our student teaching seminars have been like . . .

Or even our classes before this.

We don't even know the other kids in student teaching unless you know them in your department.

If methods class had been like this . . .

It would have been tremendous!

The whole idea of combining -- oh, I don't know.

Maybe we had to have this during our student teaching experience to understand what we're talking about.

..But there was a lot more that could have been done in the methods class.

I agree.

You know, the methods class was one of the greater wastes of my time here. Seminars, not.

To me, I had methods that education department had through P.E. department. That was one of the most valuable courses I had.

Yeah, ours was pretty normal.

You're talking about the P.E. teacher.

Right.

That's related right to your subject class.

Yeah, we had to do that, too.

..I appreciated the use of a nice little tape recorder in student teaching. I think every teacher should have one; plus being able to have video equipment.

I think I would be kind of reluctant to use it at first, to hear myself. But after awhile, you feel that's the way you are so you might as well hear it because that's the way you are anyway. And even if you have bad days and good days, you're going to have them -- so what. You've got to get used to them.

..One thing that has helped me is to stop and think how much can I expect of my pupils, how much thinking can I expect from them. Then trying to evaluate what do I want to get. What percentage of seeking emotions or seeking thinking do I want to get.

..Well, one thing that I felt is that these sessions have been planned well, for example these student teacher seminars.

In other words, we talked about more practical things and in a smaller group we could discuss our own problems and come to solutions rather than just general things that might be problems to other people in a large discussion group but not really to us.

I've been talking to some other kids who have been student teaching. I think we're much more involved. Just because we discuss our problems here. A lot of the other kids that all they have is just their student teaching and then every once in a while a seminar which doesn't mean very much.

..The things we've been doing, the questionnaires that we have had to fill out and have the kids fill out and, you know, just evaluations of ourselves. I think we're finding out more about our students, and more about ourselves as teachers than maybe the other student teachers are.

Maybe it's just because we're being reminded of these things; just crowding our memories constantly.

..I think the tools that we've gained are helpful, but I think we felt that without the <u>group</u> as such they would not be that worthwhile. I mean I feel like the group is essential to making this thing really work.

I don't even know, like, that the tools, like the questionnaire that we've done . . .

The questionnaires, the CVC Matrix and things like that.

Yeah, I don't know if I'd use that again or not. I suppose it would be good but I guess I think it benefits more like you say in talking among ourselves.

..It's more like the development of an attitude toward teaching and toward problems or things like that.

Yeah, I was thinking it was quite helpful though because I don't think I would ever analyze what kind of sentences I say in class.

Yeah.

I just question whether I'm gonna be, you know, energetic enough to try it again.

..Well, I think about it a lot while I'm teaching. You know even while I'm standing up in front of the kids, am I giving them all the information or am I letting them do the work in letting them find out for themselves so it'll be more of a learning experience for them, rather than just a lecture experience.

Yeah.

..When you talk to anybody who's new in teaching they always say that's their first problem; it's just taking over the class, never letting the kids do it.

Maybe we're not gonna use this material in as detailed a form as we've got it. But like you say, just the general things, you know, like giving them things that you . . .

Right, I don't think any of us would pretend to say that we're going to make a tape recording every other week . . . I think if we'd have a <u>real</u> problem ever came up again, don't you . .

Yeah.

. . and in general you'll think about things like what Barb said and ease this.

..I think my kids got kind of tired of filling out the surveys. I don't know if any of you got that reaction, but the last time I handed something out, well like I handed out the one for here on Thursday and on Friday ran an evaluation of me, and "Another survey?"

And those little things when we just had to answer 3 questions or 1 question.

Probably for the rest of us it was more spread out so that the kids . .

Then maybe the younger kids, my kids enjoy filling out surveys. They just love it.

..How many of you think those standardized surveys are . . Not the ones on our own particular problem we chose but the first one, you know . .

A lot of those questions aren't applicable.

Maybe they just whipped through . . .

The first time, especially when they didn't know us . . .

I think that was silly when they didn't know us, to do it then.

That's the way they felt anyway.

I think that my kids probably answered it more on their old teacher even though I said answer it according to me, but I think they just forgot. You know? It seems like they . . . They answered honestly. I imagine but when I read some of it over I think they were thinking more about my critic teacher, rather than myself.

My kids just, I don't think they had any concept of me and so they just, you know, middle of the road all the way, they didn't have any opinion on . . .

Either that or they put all the good things . . .

Yeah, oh yeah.

..I only hope that we'll get to see a tally of the results from the beginning and the end.

Yeah, I was thinking that, you know, I should have counted it myself, but I didn't. I think it helps.

I don't know, the emphasis through this whole seminar has been self-assessment, and not so much of anyone judging us as teachers and I think sometimes I almost wish someone would, you know, and I wish someone would say, you know, suggest something or something like that, and yet I can see the value in self-assessment, too.

Maybe that's the easy way out, though, you know, to have someone tell you.

But that's what we're so used to.

Yeah.

They say you are your most critical judge anyway.

..I think the kids appreciate knowing that you're involved in something where you're being assessed, you know. They kid around about it, say "Aha!" what we're gonna do to you, you know, but they know that you're alert to what's happening in the classroom.

..I think when we first started out we didn't know each other very well and I felt it was almost impossible to really say what I thought about each person and I feel now that it's still hard but I feel I can begin to do it, which is something completely different than when I started. And I also feel like I've made several new friends, like Cindy I never knew before and yet I feel like I've come to know her fairly well in what little time we've spent together.

..I think that one of the best things I've gotten from these seminars I've appreciated, you know, some of the, just some of the helps, you know that you kids have, you know, advised and just . . well . . problems that may never have been able to figure out that just maybe someone had a similar problem and it was, well, not one that I even brought up, but just new ideas coming from everybody. I mean like I've used your keep-talking idea that you mentioned once in the seminar and it's been great for my kids and they love it, and just new ideas.

..You know, as you were talking, Barb, I was thinking that when I eat lunch with other teachers and when I talk to them, I ask them questions and for suggestions. I ask how they do things and I wonder if my getting their opinions on things is an outgrowth of the seminar, you know, when we <u>do</u> talk about things together because it's been <u>really</u> helpful, really valuable to be able to draw on their experience and to get their suggestions.

..To be able to accept, you know, help or criticism from somebody else, like sometimes we think of ourselves as independent and we don't need anything, but just to getting accustomed to it, working to help yourself, you know.

..I think a lot of these things that we've come across, just kind of stumbled upon, we can use again, just basic ideas, the things we thought we should've done different.

..I guess I'm thinking of what is being done.